Classdojo: A Modern Solution For Learning Grammar

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Abstract. *ClassDojo is one of the form of virtual classroom that can be used to monitor every student's behaviour during learning sessions. The purpose of this study is to examine the effectiveness of using ClassDojo is supporting students' basic grammar. This research follows a development research using ADDIE design. The poppulation in this study consist of grammar students at Bahasaku Inggris course. The primary issues addresed in this research is students boredom in grammar class. Data were collected throgh test questionares. Data analyss technique included descriptive and stasistical analysis. Descriptive data analysis covered the feasibility of learning and achivement of indicators. Inferential data analysis included pre requisite tests such as normality test and t-test using SPSS 26.0. The Kolmogorov-Smirnov test result shows a value of 0.101 for the Pre-Test and 0.054 for the Post-Test. The Shapiro-Wilk significance value is 0.056 for the Pre-Test and 0.038 for the Post-Test. These datas show that the distribution is normal. The research findings indicate that implementing the ClassDojo application as a learning tool has a significant impact on students*

Keywords: ClassDojo, Grammar, Technology

Abstrak. ClassDojo merupakan salah satu bentuk kelas virtual yang dapat digunakan untuk memantau setiap perilaku siswa selama pembelajaran. Tujuan penelitian ini adalah untuk menguji efektifitas penggunaan ClassDojo dalam mendukung tata bahasa dasar siswa. Penelitian ini mengikuti pendekatan penelitian pengembangan dengan desain ADDIE. Populasi dalam penelitian ini terdiri dari siswa elas Grammar dari kursusan Bahasaku Inggris. Maasaalah utama yang dibahas dalam penelitian ini adalah kebosanan siswa kelas Grammar. Data dikumpulkan melalui tes. Teknik analisis data meliputi analisis deskriptif dan statistik. Analisis deskriptif meliputi keterlaksanaan pembelajaran dan ketercapaian indikator. Analisis data interferensial meliputi prasyarat seperti normalitas dan uji t dengan menggunakan SPSS 26.0. Hasil uji Kolmogorov-Smirnov menunjukan nilai 0,101untuk Pre-test dan 0,054 untuk Post-test. Nilai signifikasi Shapiro-Wilk sebesar 0,056 untuk pre-test 0,038 untuk Post-test. Data tesebut menunjukan bahwa sebaran data normal. Temuan ini menunjukan bahwa penerapan applikasi ClassDojo sebagai media pembelajaran memberikan dampak yang signifikan terhadap siswa Grammar.

Kata kunci: ClassDojo, Grammar, Teknologi

1. BACKGROUND

Learning is a process of developing the potential that exists within a person, and it is also a process of finding out what is not yet known (Rosmawati et al., n.d.) .Learning is an education activity at school that is useful in helping children's growth and development so that they grow in a positive direction. Students' learning is directed, and they are not allowed to wonder (Mubin & Aryanto, 2024).

Nowdays, education has gradually shifted its focus to cultivating critical thingking among students(Chen & Wu, 2023). This is done to face the challenges of an increasingly complex era, where critical thingking skills are considered important in filtering information, analyzing problems, and making the right decissions. Along with the rapid development of technology and information, students are expected to not oly master knowledge but also be able to disseminate, interpret, and apply information wisely. The cultivation of critical thingking also support students in becoming lifelong learners who not only revieve information passively but also actively seek truth and innovative solutions in various life contexts.

To achieve educational goal, several learning activities are needed in education (Prameswari et al., 2020). Education is believed to be very important in the development of a country. According to the law, the learning process occurs in elementary schools as one of the levels of education that has the task and function of providing the best learning for students so that they have a more complex understanding than before. Students must master the guidelines or rules that apply in the world of education so that educational goals can be achieved effectivelyand efficiently in relation to the National education system (Kaur, n.d.) .

In Indonesia, Kurikulum Merdeka has been introduced as an effort to improve the quality of learning in schools. This policy carries a different approach to curriculum preparation with a focus on student empowerment and the development of century skills (Manggangantung et al., n.d.). UNESCO states that Indonesia's ranking is quite low in terms of world literacy. Only 0.001% of the Indonesian population is an avid reader, meaning that out of 1000 people, only one person is an avid reader (Fauzan et al., 2023). This analysis shows that Indonesian people's interest in reading is very low. One of Indonesia's curriculum innovations is the Kurikulum Merdeka. The Kurikulum Merdeka is a curriculum developed by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) for Elementary Schools (SD) in Indonesia (Lestari et al., 2023). The curriculum plays an important role in setting educational quality standards and ensuring equal opportunities for students. (Dirgantoro & Soesanto, 2023). The curriculum, as an important input in achieving the goals of national education standards, is developed dynamically in accordance with the demands and changes occurring in society(Pratiwi et al., 2023).The existence of the Kurikulum Merdeka, which perfects the previous curriculum, provides hope for the recovery of student learning by paying attention to the importance of learning and the individuality of each student (Fauzan et al., 2023).

Nowadays, electronics have gradually become an inseparable part of our lives. Digital learning, with its characteristics, is free from the constraints of space and time (Chen & Wu,

2023) Information and Communication Technology (ICT) plays an important role in all aspects of modern society. ICT has changed the way we communicate with each other, the way we get the information we need, work, run businesses, interact with government agencies, and the way we manage our social lives (Roztocki et al., 2019). Today, people use mobile phones, laptops, tablets, and other new technological devices in every aspect of their lives every day.

Mobile technology is a ubiquitous tool in informal educational settings, where tablet computers and smartphones create new opportunities for learning, as well as new learning methods that leverage mobile devices to augment the digital learning environment (Zimmerman et al., 2019). The fact is that technology has changed everything, and education has been impacted (Kontostavlou & Drigas, 2019). This means that students with different educational needs and characteristics can utilize ICT.

In the pre-observation results, problems were found in the learning process. The problem in the learning process is that students tend to experience boredom during ongoing learning activities. Boredom can be defined as a negative emotion consisting of disengagement, dissatisfaction, attention deficit, altered perception of time, and decreased vitality (Pawlak et al., 2021). Boredom is generally an unpleasant and distressing phenomenon that has a negative impact on the quality of one's work. Boredom is an experience when an individual's abilities are high compared to task demands so that the perception of control over the individual is high (Obergriesser & Stoeger, 2020). One of the most basic components of boredom and, at the same time, its obvious manifestation is disengagement, defined as a lack of engagement, effort, interest, enthusiasm, and pro-social behavior, which results in the individual not fully committing and withdrawing from what others are doing do it with involvement and enjoyment (Pawlak et al., 2021).

Pre-observation results also found that students usually learn English grammar through textbooks or worksheets by completing sentences with the correct grammatical form or through the teacher's lecture method at school or after-school institutions (Lin et al., 2020). These conventional methods, although effective in providing the basics of grammar, are often less able to provide relevant and interesting context for students. As a result, students' understanding of grammar is often mechanical and separated from the actual use of language in everyday communication. This approach also tends to make students passive and less actively involved in the teaching and learning process.

In the teaching and learning process, the teacher's presence is expected to develop students' potential and creativity. In this way, students can gain knowledge not only theoretically but also practically, which can develop students in English by taking an English

course to improve their English language skills. One of them is through the "Bahasaku Inggris" course institute. "Bahasaku Inggris" is an English language course institution that provides online and offline classes. It was founded by the Kampung Inggris Pare tutor community in 2020. This course focuses on making it easier for English language enthusiasts who want to learn English but are constrained by costs, lots of activities, and difficulty. Cost. The course so that they could not come to the English Village of Pare Kediri to study.

"Bahasaku Inggris" provides 13 classes that support English language skills. These classes include Pre Kids, Little Stars, English for Kids, Speaking for Kids, Kids Academy, Pre Speaking, Speaking for Teens, Speaking, Natural English, Grammar, TOEFL, IELTS, and Private Classes. "Bahasaku Inggris" learners come from within and outside the country. Online classes are carried out using the Zoom application provided by the institution, and teachers are allowed to teach using their methods as creatively as possible. The most popular class is the English for Kids class, and the least popular class is the Grammar class. This is because students' mindset about grammar is difficult and boring. Many students feel that grammar lessons involve complicated rules and monotonous exercises, so they are less motivated to take the class. In contrast, English for Kids classes are designed with a more interactive and fun approach, using games, songs, and stories to teach English. This method not only makes learning more interesting for children but also helps them assimilate the language naturally and without pressure.

Basic grammar is an important foundation in language learning that helps students understand and build effective communication. Basic grammar includes various elements, such as sentence structure, use of nouns, verbs, and adjectives, as well as the correct use of punctuation (Daigger, 2007). By mastering basic grammar, students can write and speak more clearly and precisely, avoiding mistakes that can lead to misunderstandings. Additionally, a solid understanding of basic grammar allows students to learn more complex grammatical concepts in the future. Basic grammar is not just about memorizing rules but also about understanding how these rules are applied in real contexts to enrich language and communication skills (Hourani, 2008).

To face these problems, teachers need to address student problems in a way that is tailored to student needs. With the help of an application called ClassDojo, it is a substitute for learning media that can be applied to learning. ClassDojo is chosen by teachers because of its user-friendly interface for both teachers and students. ClassDojo is a web-based classroom management system that works with gamification. This app rewards students with virtual points when they engage in positive behavior during class (Tran, n.d. 2020). Strengthened by

the results of research from Sri Winarni, et al. (2022) with the title "Effectiveness of ClassDojo to support 4C skills in virtual learning" explains that using the ClassDojo application can help in developing critical thinking, creative thinking, and communication skills. ClassDojo, which is an online class management application, can be used to develop and strengthen the behavior of first-grade elementary and middle school students today, where the use of technology in education is widespread. Students love instant feedback and evaluation. Class activities can also be shared and discussed with parents and students at ClassDojo, and students can be involved in classroom management by encouraging skill-based training with this application (Cetin & Cetin, 2018). ClassDojo is a web-based service and application that can help teachers organize classes. Teachers can achieve their students' achievements easily.

2. REVIEW OF LITERATURE

Teaching English as a Foreign Language (TEFL) involves teaching English to non-native speakers using various methods to cater to learners' diverse needs. The availability of free online resources aids learners in improving their English skills (Shaaban, 2020). In many non-English-speaking countries, individuals pursuing qualifications in TEFL often engage in MA-level programs, which include completing a thesis.

Throughout this journey, they learn the norms and practices of the TEFL community, which spans professional and educational fields(Pitura, 2022). TEFL is a rich, interdisciplinary field reflecting ongoing efforts to explore innovative approaches and adapt to the changing needs of learners in various cultural contexts (Stainton, 2018).

In summary, this section discusses critiques of ESL, the dynamic nature of TEFL, and the emergence of student voice as crucial for educational development in EFL, TEFL, and EAP contexts. This discussion lays the groundwork for understanding the evolving landscape of English language education, emphasizing the importance of integrating language use with acquisition.

Teaching Young Learners, The educational landscape is rapidly transforming, particularly with multimedia learning and new methodologies for teaching English at the Kindergarten and Elementary levels (Garton & Tekin, 2022). Teaching English to young learners, typically aged three to twelve, offers unique opportunities for cognitive development through integrated skills and experimental approaches. While starting language education early offers benefits, it doesn't guarantee improved proficiency. Effective programs for young learners require careful planning, support, resources, and evaluation, as outlined in *Teaching English to Young Learners*.

The practice of teaching English to young learners has grown steadily, with many parents believing it leads to better future prospects for their children (Jazuly & Indrayani, 2018). Teachers play a crucial role as linguistic and intercultural models, emphasizing quality input and dynamic preparation to meet the needs of young learners (*English for Young Learners*).

Enhancing English proficiency for young learners requires careful planning, effective teaching strategies, and continuous support. Investing in young learners' education and empowering teachers with the necessary tools can ensure that mastering English is rewarding for everyone involved.

Technology Enhanced Language Learning (TELL) uses technology to enhance language learning. Tools such as software, mobile apps, and e-learning platforms help learners develop skills in speaking, listening, reading, and writing. TELL aims to make learning interactive and practical, harnessing the potential of modern information and communication technology (Zhao, 2015). While promising, technology doesn't always improve learning outcomes. Many tools were not initially developed for education, leading to gaps in guidance on their effective use.

Research indicates that technology in classrooms can be as effective as traditional methods (Shadiev & Yang, 2020) . This section explores Technology-Enhanced Learning (TEL) and its applications in higher education, analyzing trends and issues over time (Shen & Ho, 2020). By examining the intersection of technology and language learning, this section provides insights into the effectiveness of various tools and approaches. It underscores the importance of thoughtful integration and pedagogical strategies to maximize technology's potential in language education. Game theory can create engaging classroom environments, fostering student enjoyment and interaction (Mistiani et al., 2016). In summary, TELL explores optimizing language education in the digital era. By leveraging modern technology, learning can become more interactive and enjoyable.

3. RESEARCH METHOD

This research utilizes the Research and Development (R&D) method to create innovative learning media for the Pare Kediri Bahasaku Inggris course. The ADDIE model comprising Analysis, Design, Development, Implementation, and Evaluation is employed to develop educational resources on Basic Grammar for children. The ADDIE framework is a systematic approach widely used for designing and developing educational programs and materials. The populations taken are Grammar students at Bahasaku Inggris course. The data taken by Pre test and Post test then counted using SPSS.

4. RESULT AND DISCUSSION

The results of the data obtained during the research are described in this chapter. The data represented is Pre-test and Post-test data using the ClassDojo application. The research results will be explained as follows:

Presentation of data and product development analysis results is a process of presenting information obtained from collecting and analyzing data related to the development of a product.

1) Pre-test Results

Researchers created two groups in product trials, namely a small group and a large group. Small groups of 4 students were selected based on students who were active in the class and students who had grades from low to high. A large group of 15 people to implement the use of ClassDojo. When students take the initial pre-test as the first stage before further development, they often feel confused and without any guidance. This confusion stems from their uncertainty and lack of understanding of the material being tested. The pre-test is designed to measure their initial knowledge and skills, which they may not have developed when they first encounter this type of assessment. Students often don't know what to expect or how to answer a given question best. The varying abilities of children also contribute to different levels of confusion, especially for those with lower levels of understanding.

The following is a small group data table:

Table 4. 1 Small Group Data

No	Name	Point
1.	AL	40
2.	BE	30
3.	DR	70
4.	MH	90
	Mean	**57.5**

Based on the data obtained, namely AL with 40 points, BE with 30 points, DR with 70 points, and MH with 90 points, it can be seen that there are significant variations in understanding and application of the material. This suggests that researchers need to provide more guidance and technical support to them to enable smoother and more effective use of learning tools in subsequent or larger groups. By providing more detailed guidance and

ensuring each student understands how to access and use learning tools correctly, it is hoped that results can improve significantly.

2) Development Results using the ADDIE model

The results of this development explain the ADDIE model process which consist of five stages, namely:

The first step in the development process is analysis. At this stage, identify the problems that occur and students' learning needs. In pre-field observations, it was found that students had difficulty engaging and understanding basic grammar lessons, and teachers reported a lack of adequate media to motivate students. The average pre-test score was 57.5, indicating the need for more effective teaching methods.

The next stage is design. At this stage, the researcher designed a product that would later be able to overcome student problems; therefore, the ClassDojo application was chosen to overcome the identified challenges. This ClassDojo Application main components include interactive materials that incorporate ClassDojo features such as points and rewards to increase student engagement, a usage guide with step-by-step instructions and tutorials to help students use ClassDojo effectively, and assessment tools within ClassDojo to track student progress and provide immediate feedback.

In the development stage, namely creating products that are planned for interactive grammar subjects developed using the ClassDojo platform. A comprehensive usage guide was created for students. A feedback system has been implemented in the ClassDojo application to provide opportunities for continuous improvement. This system allows users to provide feedback about their experience using the application. In this way, developers can gather valuable information about the application's advantages and disadvantages, which is then used to make necessary improvements. This is expected to improve the quality and effectiveness of applications in supporting the teaching and learning process.

The implementation phase involves implementing ClassDojo in the classroom and monitoring its effectiveness. Training sessions are conducted for students on how to use ClassDojo effectively. ClassDojo was introduced to a large group of students due to engagement and interest in grammar lessons, and teachers found ClassDojo easy to integrate into lesson plans.

The evaluation phase aims to assess the impact of ClassDojo on student learning. Data was collected from pre and post-tests, student feedback, and teacher observations. Pretest and pretest scores were compared to measure improvement. This structured approach

ensures that ClassDojo is tailored to address the initial challenges identified during the analysis phase.

3) Statistical Data Result

Based on the problems encountered in the first trial, the researcher carried out a re-evaluation with the relevant validators and guided a deeper understanding of the use of the application to complete the delivery of detailed instructions and usage guidelines before the trial so that students did not feel confused or hesitant. As a result, the second trial with 15 students or a large group went smoothly and in line with the researchers' expectations. The following is a data table for the results of the second group:

Table 4. 2 Data on The Results of the Second Group

No	Name	Pre-Test	Post-Test
1.	AT	50	90
2.	AN	80	100
3.	DIR	50	60
4.	IG	50	50
5.	GA	60	60
6.	GWN	60	80
7.	JSMN	70	90
8.	JOL	50	60
9.	MZM	70	60
10.	NK	60	70
11.	NC	60	60
12.	OL	80	100
13.	RHL	70	90
14.	RY	60	70
15.	TR	70	100

After conducting trials on a small group, researchers identified the advantages, disadvantages and solutions to the shortcomings of using the ClassDojo application as previously explained. The researcher continued with a trial involving a second group, a larger group with 15 students, using a pre-test and post-test. The data presentation is as follows:

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre Test	0,202	15	0,101	0,885	15	0,056
Post Test	0,218	15	0,054	0,874	15	0,038

a. Lilliefors Significance Correction

The table of normality test results using Kolmogorov-Smirnov and Shapiro-Wilk shows that the pre-test data is normally distributed according to both tests (significance values are 0.101 and 0.056, respectively, both > 0.05). However, for the post-test data, although the Kolmogorov-Smirnov results show a normal distribution (significance value 0.054), the Shapiro-Wilk results show the opposite (significance value 0.038, <0.05), so the post-test data is not considered normally distributed. Lilliefor significance correction is used in the Kolmogorov-Smirnov test, making the detection of deviations from normality more stringent.

Normality tests using Kolmogorov-Smirnov and Shapiro-Wilk showed that both pre-test data were normally distributed. Normality tests using Kolmogorov-Smirnov and Shapiro-Wilk showed that the pre-test and post-test data were normally distributed. The Kolmogorov-Smirnov test yielded 0.101 for the pre-test and 0.054 for the post-test, both greater than 0.05, indicating compliance with a normal distribution. Likewise, the Shapiro-Wilk test produced a significant value of 0.056 for the pre-test and 0.038 for the post-test, further proving evidence of the normal distribution of the two datasets. Based on these results, parametric analysis using the Paired Sample t-test can be used. The distribution of the two data sets can be seen in the QQ plot below:

Normal Q-Q Plot of Pre Test

Normal Q-Q Plot of Post Test
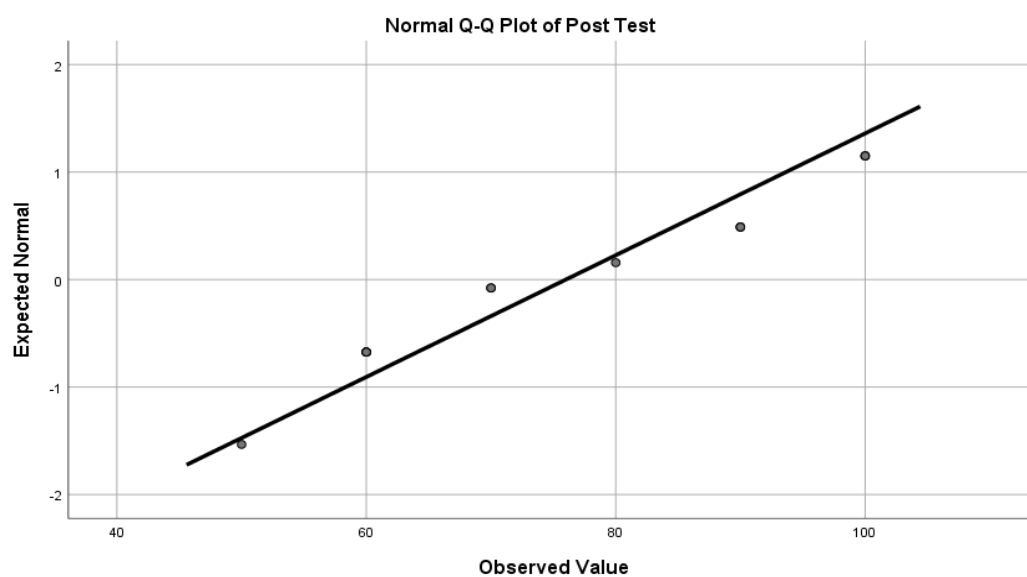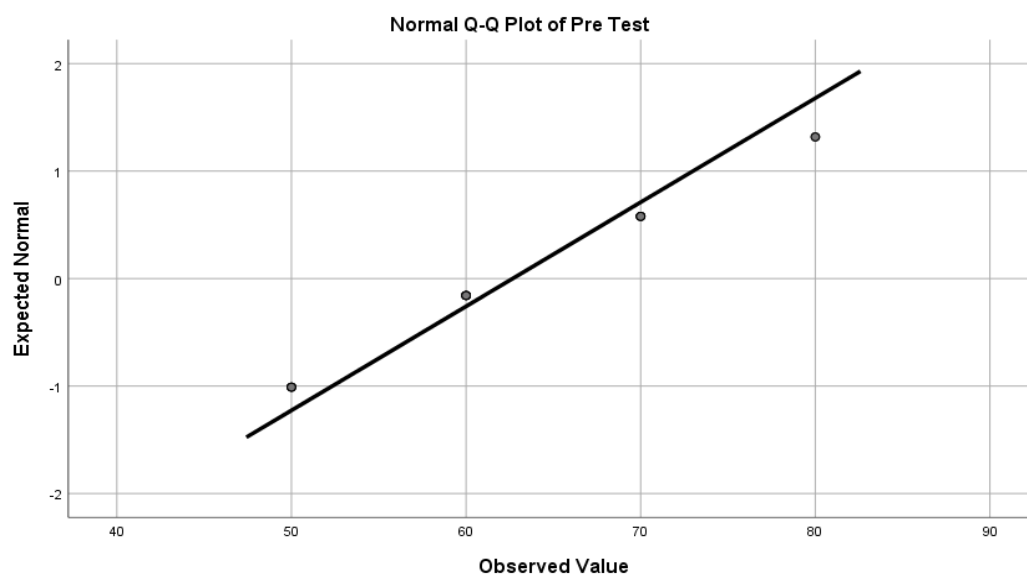
Descriptive Test Result

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test	15	50	80	62,67	10,328
Post Test	15	50	100	76,00	17,647
Valid N (listwise)	15				

Based on the descriptive test results, students' pre-test scores ranged from 50 to 80, with an average of 62.67 and a standard deviation of 10.328. After using ClassDojo,

students' post-test scores increased, ranging from 50 to 100, with a mean of 76.00 and a standard deviation of 17.647.

Paired Sample T-Test Results

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	62,67	15	10,328	2,667
	Post Test	76,00	15	17,647	4,557

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper	t	Df	Sig. (2-tailed)
Pair 1	Pre Test - Post Test	-13,333	12,910	3,333	-20,483	-6,184	-4,000	14	0,001

The results of this research show that the use of ClassDojo as an application-based learning media has a significant positive impact on students' understanding of basic grammar in the *Bahasaku* Pare Kediri Online Course. Based on the results of the paired sample t-test, the average student pre-test score was 62.67 with a standard deviation of 10.328, while the average post-test score increased to 76.00 with a standard deviation of 17.647. The average difference between the pre-test and post-test scores was -13.333, which shows an increase in students' understanding of basic grammar after using ClassDojo. The t-test results show a t value of -4000 with degrees of freedom (df) of 14 and a significance value (Sig. 2 – tailed) of 0.0001, which means the difference is statistically significant at the 95% confidence level. Additionally, the 95% confidence interval for the mean difference ranged from -20.483 to -6.184. These findings indicate

that the integration of ClassDojo in learning significantly improves students' understanding of basic grammar.

1) **Development Result**

This research analyzes how ClassDojo can be an application-based learning media to solve students' fundamental grammar problems. In this research, a feedback system was implemented in ClassDojo to enable continuous improvement based on usage experience. The ADDIE model, which consists of five phases (Analysis, Design, Development, Implementation, and Evaluation), is used as a development framework. In the analysis stage, learning needs and objectives were identified, and it was found that students had difficulty understanding basic grammar lessons, as well as a lack of practical tools to motivate them. The average student pre-test score of 57.5 indicates the need for more effective teaching methods.

The design phase involves planning how to use ClassDojo to address the identified challenges (Puspitasari, 2022). Key components include interactive materials that incorporate ClassDojo features such as points and rewards to increase student engagement, comprehensive usage guides, and assessment tools to track student progress. In the development phase, interactive grammar lessons were developed using the ClassDojo platform, and a comprehensive usage guide was created for students. A feedback system is also implemented to enable continuous improvement based on user experience.

The implementation phase involves implementing ClassDojo in the classroom and monitoring its effectiveness. Training sessions are conducted for students on how to use ClassDojo effectively. This app was introduced to a large group of students to increase engagement and interest in grammar lessons. Teachers report that ClassDojo is easy to integrate into lesson plans. The evaluation phase aims to assess the impact of ClassDojo on student learning. Data was collected from pre and post-tests, student feedback, and teacher observations. Pre-test and post-test scores are compared to measure improvement.

The statistical data results show that ClassDojo's use as an application-based learning media significantly improves students' understanding of basic grammar. The average student pre-test score was 62.67, increasing to 76.00 in the post-test, indicating an increase in understanding after using ClassDojo. The t-test shows that this difference is statistically significant at the 95% confidence level. These findings are consistent

with previous research, which shows that media-based learning applications can improve students' understanding of various subjects.

However, this study also has limitations, including a small sample size and a study duration that may not be long enough to see long-term effects. External factors such as institutional support and technological readiness can also influence implementation success. With ongoing research and development, applications like ClassDojo can continue to be improved and optimized to provide more significant benefits to students' learning processes in the future.

5. CONCLUSSION AND SUGGESTION

1) Conclussion

This research investigates the use of ClassDojo as a learning tool to enhance students' understanding of basic grammar. The findings indicate that ClassDojo significantly improves students' grasp of grammar through its interactive features, such as a points system, rewards, and efficient communication between teachers and students. These features boost student motivation and engagement, making learning more effective and enjoyable. ClassDojo also addresses students' boredom with grammar by improving learning outcomes and providing a more efficient educational experience.

However, the study has limitations, including a small sample size and a short duration that may not capture long-term effects. It does not explore the broader context, such as connections to previous research or educational theories, nor does it detail how ClassDojo's features specifically enhance grammatical understanding.

For long-term implications, further research with larger and more diverse samples is necessary to ensure the findings' generalizability. Future studies should also examine how ClassDojo can be applied in various educational settings. Recommendations for implementation include teacher training to maximize ClassDojo's potential and customizing features to better suit grammar learning needs.

With continued research and development, ClassDojo has the potential to become an even more effective tool for teaching grammar, adaptable to different educational contexts, and capable of significantly improving student learning outcomes.

2) Suggestion

Based on research findings, several recommendations can be made to increase the use of ClassDojo as a learning medium. Firstly, providing comprehensive training and guidance for both students and teachers is essential. This will help them to utilize ClassDojo's features effectively. Continuous support and guidance should be offered to

ensure ongoing effective use of the platform. Regular evaluations and revisions based on user input are also crucial. This involves conducting periodic assessments to identify areas for improvement and implementing necessary changes to enhance the platform's effectiveness and user experience. Additionally, integrating ClassDojo with the school curriculum ensures its use aligns with educational goals and standards. Enhanced collaboration between students and teachers through ClassDojo's communication features can also build a more robust learning community.

Research significantly enhances educational institutions' reputations through discoveries and academic innovations. Research results can serve as the basis for developing relevant and effective curricula, strengthening the institution's position as a centre of quality education. For teachers, research plays a crucial role in their professional development. It allows them to discover best teaching practices based on empirical evidence, adapt teaching methods to better meet students' needs, and continuously improve the quality of classroom learning.

For future researchers, previous research provides a solid foundation for further, more in-depth studies. They can build new theories, test hypotheses, and develop more sophisticated methodologies based on existing findings. This not only expands knowledge in a particular area but also ensures that ongoing research can address increasingly complex challenges in the future.

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